**The Importance of Visual Literacy** – Our students live in a visual age. They must be become visually literate in order to be skeptical consumers. Students should practice “reading images” and interpreting what they see.

Images from [http://goo.gl/ZuWkN](%20http:/goo.gl/ZuWkN)

In English

1. One way to give this experience is by showing photographs or works of art and having students write a piece of a story to go with it. Only give 10-15 minutes for activity.

a. Write just the dialogue

b. Write just the intro

c. Write just a description

2. Cinematic Writing –

a. Write only the Close up shot (hands)

b. Write only the Medium shot (face)

c. Write only the Long shot (whole body)

d. Combine all into one sentence.

In Social Studies

Which principles of American government are evident in the image?

Which principles are being purposefully ignored?

What era or event is being alluded to in the image?

In Science or Math

What principles of scientific law are evident in the image?

Which laws are being purposefully hidden?

What scientific inventions or concepts would have to exist in order for this image to be a reality? What tasks or layers are involved in creating this image?

In Religion –

Where do we see our Catholic principles in this image?

Are there any principles being purposefully hidden? Why?

What information is missing?? What is the moral dilemma in the image?

These activities would be for a still image or photograph.

Film brings in Whole New elements. (I am not talking about showing an entire movie. This is about small chunks or clips and analyzing it for multiple layers.)

I. Film is “collective communal experience” and creates instant community. The experience of a film changes as we change over time. (Tim Shea)

A. Film can be representation of reality

B. Allows us to measure ways our society depicts truth and its alignment with viewer’s reality. (In other words – Forest Gump syndrome/truth in fiction but fiction in truth??) Again back to visual literacy.

II. Film analysis in all subjects -

A. Develops Observation skills with the language of content area

1. What are you seeing? Why?

2. What is the close up?( Hands) Medium Shot? (face)

3. Long shot? (whole picture)

B. Develops Visualization Skills- again language of content area

1. What is the sound track communicating?

2. What are the colors and background elements communicating?

C. Develops Writing Skills with the language of the content area.

1. Can you verbalize and communicate the answers to the above?

2. Can you verbalize how you know what you know?

D. Develops a sense of perspective

1. Camera angle by definition is director perspective

2**.** Why dictates How so knowing How leads to understanding Why?

3. Directors and editors are telling a story

a. Purpose? What is the film trying to say?

b. Audience? Who is the film trying to reach?

c. Bias? Is there missing information? Only one side?

III. Some samples to view/analyze

A. Movie Poster or Cover of DVD/Game?

B. Painting/Photograph from different time periods.

C. Documentary film clips

D. Theatrical releases – small clips only

IV. A word on Copyright

The fair use defense is now codified in Section 107 of the Copyright Act. The statutory formulation is intended to carry forward the fair use doctrine long recognized by the courts. The statute provides that fair use of a work “for purposes such as criticism, comment, news reporting, teaching (including multiple copies for classroom use, scholarship, or research)” is not an infringement of copyright. To determine whether a given use is fair use, the statute directs, one must consider the following four factors:

* the purpose and character of the use, including whether the use is of a commercial nature or is for nonprofit educational purposes;
* the nature of the copyrighted work;
* the amount and substantiality of the portion used in relation to the copyrighted work as a whole; and
* the effect of the use upon the potential market for or value of the copyrighted work.

Apart from fair use, the Copyright Act contains a special provision, Section 110(1), that allows teachers to perform or display a copyrighted work, either live or recorded, "in the course of face-to-face teaching activities . . . in a classroom or similar place devoted to instruction." Thus, you can use sound recordings, live performances, readings, films or videotapes, slides or any other performance or display of copyrighted works without restriction and without permission, so long as you are teaching students in a classroom or similar place such as a studio. The only exception is that you may not use a film or videotape that you have reason to believe is an illegally made copy.

Note, however, that this special classroom dispensation applies to performance and display only; it does not authorize making copies. Nor does it enable you to put materials on your web page, even for course use, because websites are not considered "face-to-face teaching." Similarly, if you wish to videotape a class session in which you have performed or displayed others’ copyrighted material and to transmit the video to remote students (e.g., via streaming), a different set of considerations comes into play.

<http://ogc.harvard.edu/copyright_docs/copyright_and_fair_use.php>